

**Fordham University
Graduate School of Education
Division of Curriculum and Teaching
Lincoln Center Campus
Fall Semester - 2013**

**CTGE 5534-L04
Beginning Reading and Writing in Inclusive Classrooms**

Daily Schedule of Course Topics, Readings, Assessments, and Tasks:

Week 3 – September 26th

- Topic: Lesson Planning and Assessment
- Reading: (43 pages total)
 - Fisher, D., & Frey, N. (2008). Learning, or not learning, in school. In *Better learning through structured teaching: A framework for the gradual release of responsibility* (Chapter 1). Retrieved from <http://www.ascd.org/publications/books/108010/chapters/Learning,-or-Not-Learning,-in-School.aspx> (seven pages)
 - Cecil, “Chapter 13 - Informing Instruction: Assessment of Early Literacy Development” (36 pages)
- Tasks: Complete the following tasks for today’s class:
 - Verify your access to Fordham e-mail and the course on-line site.
 - Make sure that you will be able to work with a student (your “focus student”) in kindergarten, first grade, or second grade (as well as observe her or his classroom) in order to complete the various course assessments.
 - Bring a “literacy lesson plan” to class.
 - Bring an example of a “literacy assessment” to class.
- Response Blog – Assignment #2:
 - Trade blog addresses with a classmate. Respond to their first blog post.
 - Post a new entry about lesson planning and assessment. This can be done in a number of ways, two of which are listed below.
 - Respond to the week’s readings.
 - Connect the week’s readings to your teaching experiences.

Other Information

Course on-line site - <http://fu-ctge-5534.wikispaces.com>